|  |  |
| --- | --- |
| **SRFFIT004B** | **DEVELOP BASIC FITNESS PROGRAMS** |
|  |  |
| FIT | Fitness |

|  |
| --- |
| **DESCRIPTION: This unit has been developed for the Fitness Industry Training Package and covers the knowledge, skills and motivation needed to develop basic fitness programs for fitness industry clients.** |

|  |  |
| --- | --- |
| **ELEMENT** | **PERFORMANCE CRITERIA** |
| **1 Gather pre–programming information, including a client’s current fitness level** | 1. Identify a client's fitness level from their fitness screening and appraisal 2. Identify a range of exercises to target specific fitness components 3. Identify factors that will effect a client's ability to perform in an exercise ***program*** 4. Consider medical or injury problems stated by the ***client*** during the appraisal, exercise screening, and recommendations from a ***medical practitioner*** or ***allied health professional*** when a ***program*** is developed for a ***client*** 5. Consider the client's ***fitness level*** in a range of areas when developing a ***client*** exercise profile 6. Design a ***program*** that would create a balanced fitness profile, or meets  the specific ***client*** needs |
| **2 Develop a basic exercise plan of general activities suited to client’s needs, lifestyle and exercise preferences** | * 1. Plan a general activity ***program*** for a ***client*** to maximise the positive aspects of their environment and personal attributes for long term adherence to a ***program***   2. Incorporate motivation techniques to maximise exercise ***program*** adherence   3. Develop a general activities plan   4. Record recommendations to the ***client*** in terms of safety and adherence   5. Gain the client's agreement to the exercise plan |
| **3 Develop a fitness program for clients** | * + 1. Utilise ***principles of exercise program design*** to develop fitness programs for clients given all relevant information regarding the ***client***     2. Outline the relative contribution to aerobic and anaerobic fitness of a variety of activities relevant to the ***client***     3. Apply programming guidelines to developing aerobic, strength, endurance and stretching programs relevant to client's goals and fitness and, the relative benefits desired from the ***program***     4. Develop appropriate aerobic fitness, strength, endurance, and stretching programs for clients |
| **4 Give clear and effective instruction ensuring effective services provision and vocal effectiveness** | * + - 1. Demonstrate an effective instructional model       2. Instruct a set of exercises so that they can be accurately copied       3. Use an appropriate ***client*** interaction skills and techniques to show a caring attitude       4. Self–evaluate aspects of one's performance as an instructor       5. Demonstrate strategies for voice projection and communication that prevent vocal damage in the gymnasium, aqua and/or exercise to music situation |

|  |  |
| --- | --- |
| **5 Supervise fitness activities in a manner that makes the client feel at ease, safe and motivated** | * + - * 1. Provide effective and efficient instructor supervision         2. Apply gymnasium rules and etiquette         3. Deal with appropriately, negative attitudes and personal difficulties that clients might experience in a fitness activities situation         4. Use appropriate behaviour and strategies to assist clients in a variety of situations where clients might feel embarrassed, competitive or aggressive         5. Utilise appropriate behaviour and strategies to ensure easy and effective fitness activities         6. Time management strategies are displayed during fitness activities and ***program instruction*** |
| **6 Review and adapt a client’s exercise program in accordance with their progress** | Evaluate parameters of the ***fitness level*** being developed in the ***program***  Obtain feedback from ***clients*** on their own personal progress and their degree of satisfaction with service provision at the centre  Undertake relevant ***fitness appraisals*** to monitor a client's fitness development  Record the clients amended/adapted exercise program on to a ***program*** card |
| **7 Display an appropriate instructional style** | Demonstrate the personal qualities of an effective instructor, using styles and behaviours that encourage clients and recognise behaviours that intimidate clients  Utilise relationship and task–oriented instructional styles, appropriate to the instructors own personality, while relating to clients in a caring, approachable and energetic manner |

|  |
| --- |
| **Range Statements**  The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency: |

|  |  |
| --- | --- |
| **RANGE STATEMENT** | **CATEGORIES** |
| **Allied health professionals** | [all categories]   * Physiotherapists * Chiropractors * Exercise Physiologist * Occupational Therapists * Osteopaths * Massage Therapists * Sports Physicians * Medical Practitioners * Podiatrists * Dietitians |
| **Client** | [all categories]   * experienced or inexperienced * various ages * screened * active or inactive |
| **Client goals** | [all categories]  the instructor considers the following client aims when providing exercise advice   * current activity status * preferences * health details * fitness results |
| **Fitness appraisals** | [all categories]   * basic sub maximal appraisals of fitness capacity, which may include parameters such as   + cardiovascular response   + heart rate, such as tri–level aerobic response   + blood pressure   + range of movement   + strength * anthropometric, such as   + girth measurements   + skin folds |
| **Fitness level** | [all categories]   * physical fitness * motivation * psychological * emotional |
| **Fitness screening** | [all categories]   * initial screening should determine whether the client   + has a medical condition   + has an injury   + is taking prescribed medication * initial screening may consist of a   + questionnaire   + interview   + clearance letter from a physician, allied health professional, or other medical professional |
| **Instruction** | [all categories]  instructing a client in a fitness activity, including   * a simple explanation to the client * a demonstration of effective exercise technique * setting of intensity and loading * clear communication with client * reinforcement of correct technique and attitude |
| **Medical Professionals** | [all categories]   * general practice doctors * medical specialists |
| **Principles of exercise program design** | [all categories]   * FITT formula   + frequency   + intensity   + time   + type * program phases   + preparation phase   + conditioning phase   + recovery phase   + adaptation phase * program types   + sets and reps   + circuit   + single set to failure   + split routines   + matrix |
| **Program** | [all categories]   * a listing of exercise for a specific client or client group, to include   + motivational strategies for a client     - realistic goals   + a program structure, such as preparation phase, conditioning phase, recovery phase, and adaptation phase   + specific exercises   + expected outcomes   + a professional presentation * exercises for a specific fitness session matched to an exercise plan, incorporating components of fitness such as   + aerobic fitness   + body fat reduction   + cardiovascular endurance   + stretching     - range of movements     - flexibility   + strength   + power, activity or sports specific   + muscle endurance   + muscle hypertrophy |

|  |
| --- |
| **Evidence Guide**  The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements. |

|  |  |
| --- | --- |
| **Critical aspects of evidence to be considered** | * Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to   + develop and deliver a program specific to the client needs |
| **Interdependent assessment of units** | * This unit must be assessed after attainment of competency in the following unit(s)   + Nil * This unit must be assessed in conjunction with the following unit(s)   + Nil * For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)   + Nil |
| **Required knowledge and skills** | * Required knowledge   + Familiarity with common fitness terminology * Required skills   + Experience in the appropriate fitness activity to be programmed, including the ability to perform the programmed exercise correctly with the available equipment and experience in following a long term exercise program |
| **Resource implications** | * Physical resources — assessment of this competency requires access to   + a real or simulated work environment   + appropriate documentation and resources normally used in the workplace   + a fitness centre with the appropriate facilities and equipment for the context of delivery such as     - a weights gym     - exercise to music room     - pool     - community fitness environment     - an outdoor environment such as a running track   + clients able to give information regarding progress in their fitness programs * Human resources — assessment of this competency will require resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should   + be competent in this unit but preferably be competent in the unit  at the level above   + be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area   + have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A |

|  |  |
| --- | --- |
| **Consistency in performance** | * Due to issues such as safety requirements and delivery of appropriate techniques, this unit of competency must be assessed over a minimum of three (3) different occasions to ensure consistency of performance over the Range Statements and context applicable to the work environment |
| **Context for assessment** | * This unit of competency must be assessed in the context of fitness in Australia. For valid and reliable assessment the fitness activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered  in a real workplace * This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes * Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”,  any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **KEY COMPETENCIES** | | | | | | |
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2 | 3 | 3 | 3 | 1 | 2 | 1 |
| These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.  The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:   1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches  * **Collecting, analysing and organising information —** * **Communicating ideas and information —** * **Planning and organising activities —** * **Working with teams and others —** * **Using mathematical ideas and techniques —** * **Solving problems —** * **Using technology —**   Please refer to the Assessment Guidelines for advice on how to use the Key Competencies. | | | | | | |